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ABSTRACT

This book is addressed to those about to embark on the teaching of second language writing as well as to those already engaged in the field. Teachers are dedicated to postering growth in writing; researchers want to investigate the questions that shed the greatest light on the problem in the field. The concerns of both these groups are addressed in this book in articles that describe original quantitative and qualitative research studies and that offer practical applications for the classroom teacher. In the first half of the book, "Philosophical Underpinnings of Second Language Writing Instruction," articles are: "Second Language Composiation Instruction: Composition Theories: Implications for Developing Theories of L2 Composition" (Ann M. Johns); "An Overview of Second Language Writing Process Research" (Alexandra Rowe Krapels); "Coaching from the Margins: Issues in Written Response" (Ilona Leki); "Second Language Writing: Assessment Issues" (Liz Hamp-Lyons); and "Reading-Writing Connections: Toward a Description for Second Language Learners" (Joan Carson Eisterhold). In the second half of the book, "Considerations for Writing Instruction," articles are: "Composing in English: Effects of a First Language on Writing in English as a Second Language" (Alexander Friedlander); "The Teaching of Topical Structure Analysis as a Revision Strategy for ESL Writers" (Ulla Connor and Mary Farmer); "What Does Time Buy? ESL Student Performance on Home versus Class Compositions" (Barbara Kroll); "Feedback on Compositions: Teacher and Student Verbal Reports" (Andrew D. Cohen and Marilda C. Cavalcanti); "Teacher Response to Student Writings: Focus on Form versus Content" (Ann K. Fathman and Elizabeth Whalley); "Responding to Different Topic Types: A Quantitative Analysis from Contrastive Rhetoric Perspective" (Joy Reid); and "Writing with Others' Words: Using Background Reading Text in Academic Compositions" (Cherry Campbell). (LB)

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